



Spaulding Middle

400 E. Cartersville Hwy
Lamar, SC 29069

Grades	6-8 Middle School	
Enrollment	249 Students	
Principal	Derrick Glover	843-326-7625
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

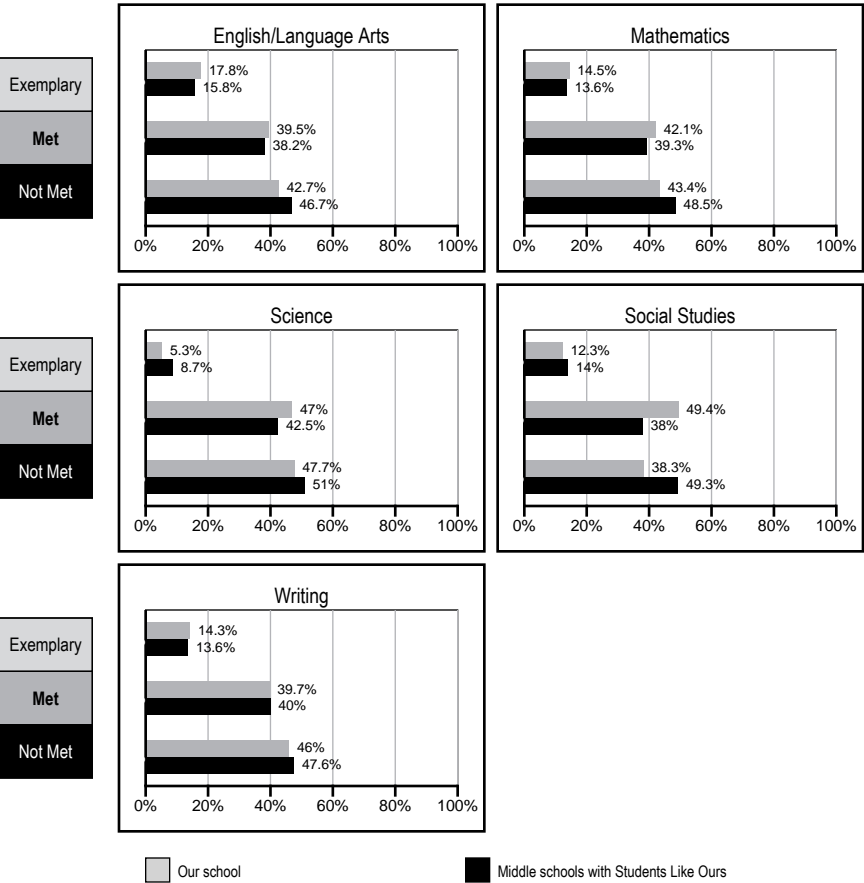
94.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	34	11

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	90.2%
English 1	100.0%	85.9%
Physical Science	N/A	45.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=249)				
Students enrolled in high school credit courses (grades 7 & 8)	12.6%	Up from 0.0%	14.7%	21.6%
Retention rate	2.4%	Up from 0.9%	2.4%	1.2%
Attendance rate	95.2%	Down from 95.4%	95.3%	95.9%
Eligible for gifted and talented	6.7%	Up from 0.0%	7.2%	14.8%
With disabilities other than speech	14.3%	Down from 15.0%	14.1%	12.6%
Older than usual for grade	2.0%	Down from 2.2%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	47.6%	Down from 65.0%	54.3%	56.9%
Continuing contract teachers	61.9%	Down from 75.0%	65.4%	72.7%
Teachers with emergency or provisional certificates	10.0%	Up from 5.3%	13.0%	5.3%
Teachers returning from previous year	83.7%	Up from 78.2%	77.8%	82.9%
Teacher attendance rate	96.2%	Up from 95.7%	95.0%	95.2%
Average teacher salary*	\$47,019	Down 3.5%	\$44,824	\$46,599
Professional development days/teacher	15.6 days	Down from 17.0 days	10.3 days	10.8 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 21.7 to 1	18.0 to 1	20.1 to 1
Prime instructional time	89.4%	Up from 88.9%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.5%	Down from 96.9%	96.1%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,872	Up 0.7%	\$9,392	\$7,645
Percent of expenditures for instruction**	55.1%	Down from 61.6%	61.7%	63.4%
Percent of expenditures for teacher salaries**	51.3%	Up from 49.5%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Spaulding Middle School is a school where students, parents, educators, and all stakeholders work collaboratively so that each student can receive a top-quality education and become productive citizens and life-long learners. The faculty and staff are committed to improving teaching and learning for all students. Increasing student achievement in all areas continued to be our focus for the 2008-2009 school year.

On-going, relevant professional development has been an integral component of our effort to provide quality instruction to our students. Teachers participated in weekly professional learning communities to collaborate and plan instruction. In addition, teachers participated in technology training throughout the school year. In an effort to facilitate student engagement and gauge student interest, faculty worked to increase technology integration and hands-on learning experiences in instruction.

A rigorous, challenging curriculum is essential for students to be successful academically. In addition to providing challenging lessons to all students, honors classes were also re-introduced this year. Students had the opportunity to take Algebra I and English I to receive high school credit. Because of motivated students, dedicated educators, and parental support, our students proved to be successful in these challenging courses.

Benchmark testing in ELA, math, and science continues to be a strategy used to measure student progress and provide data on student instructional needs. Measure of Academic Progress (MAP) was administered in ELA and math three times this year. Students participated in individual conferences with teachers to discuss MAP test results and to develop strategies for academic growth.

Spaulding Middle School, a Title I school-wide site, is committed to providing the children in the Lamar area with a high-quality education. We will continue to work toward that goal and welcome the support of community and business members.

Derrick Glover, Principal
Tina McElveen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	66	56
Percent satisfied with learning environment	90.0%	82.8%	83.3%
Percent satisfied with social and physical environment	95.0%	84.6%	89.1%
Percent satisfied with school-home relations	70.0%	87.7%	85.2%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-DELAY
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	245	100	44.4	38.9	16.7	69.2	76.8	82.8	Yes	Yes
Gender										
Male	132	100	48.8	38.4	12.8	66.4	74.1	79.3	N/A	N/A
Female	113	100	39.4	39.4	21.1	72.5	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	84	100	25	47.4	27.6	84.2	86.7	89.5	Yes	Yes
African American	159	100	53.8	34.6	11.5	62.2	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	2	I/S	N/A	N/A	N/A	N/A	48.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	197	100	50.5	37.6	11.8	64.5	71.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	245	100	44.9	42.7	12.4	67.9	74.6	78.9	Yes	Yes
Gender										
Male	132	100	51.2	38.4	10.4	62.4	74	77	N/A	N/A
Female	113	100	37.6	47.7	14.7	74.3	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	84	100	30.3	50	19.7	80.3	84.6	87.2	Yes	Yes
African American	159	100	51.9	39.1	9	62.2	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	2	I/S	N/A	N/A	N/A	N/A	44.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	197	100	48.9	41.9	9.1	64.5	69.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	159	100	47.7	47	5.3	52.3	61.7	67.5
Gender								
Male	83	100	53.2	43	3.8	46.8	62	67
Female	76	100	41.7	51.4	6.9	58.3	61.4	68
Racial/Ethnic Group								
White	56	100	20	70	10	80	78.5	79.5
African American	102	100	62	35	3	38	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	1	I/S	N/A	N/A	N/A	N/A	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59	59.6
Socio-Economic Status								
Subsided meals	128	100	54.2	40.8	5	45.8	53.4	55.1

Social Studies

All Students	161	100	38.3	49.4	12.3	61.7	67.2	72.3
Gender								
Male	92	100	36.8	48.3	14.9	63.2	67.1	71.5
Female	69	100	40.3	50.7	9	59.7	67.4	73.2
Racial/Ethnic Group								
White	52	100	23.4	53.2	23.4	76.6	78.8	80.7
African American	107	100	45.7	47.6	6.7	54.3	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	1	I/S	N/A	N/A	N/A	N/A	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	67.9
Socio-Economic Status								
Subsided meals	129	100	42.6	48.4	9	57.4	61.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	247	100	46	39.7	14.3	54	60	70.2	95.2	95.8
Gender										
Male	134	100	55.9	38.6	5.5	44.1	52.8	63.2	94.8	95.5
Female	113	100	34.5	40.9	24.5	65.5	67.5	77.5	95.6	96
Racial/Ethnic Group										
White	84	100	26	48.1	26	74	72.3	79.1	94.7	95.3
African American	161	100	55.7	35.4	8.9	44.3	51.3	57.6	95.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.3	62.6	95.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.8	90.8
Disability Status										
Disabled	35	100	N/AV	N/AV	N/AV	9.1	19.1	26.1	87.4	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.6	61.2	N/A	97.2
Socio-Economic Status										
Subsidized meals	198	100	52.7	35.6	11.7	47.3	52.6	58.9	95	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	90	100	45.3	33.7	20.9	54.7
	7	75	100	45.1	45.1	9.9	54.9
	8	80	100	42.9	39	18.2	57.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	90	100	40.7	47.7	11.6	59.3
	7	75	100	42.3	43.7	14.1	57.7
	8	80	100	51.9	36.4	11.7	48.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	44	100	N/AV	N/AV	N/AV	32.6
	7	75	100	36.6	57.7	5.6	63.4
	8	40	100	45.9	43.2	10.8	54.1
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	46	100	27.9	69.8	2.3	72.1
	7	75	100	43.7	36.6	19.7	56.3
	8	40	100	40	50	10	60
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	89	100	43	37.2	19.8	57
	7	77	100	46.6	42.5	11	53.4
	8	81	100	48.7	39.7	11.5	51.3

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

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